

**2007 HSC Notes from
the Marking Centre
Armenian**

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2007 HSC NOTES FROM THE MARKING CENTRE ARMENIAN

Introduction

This document has been produced for the teachers and candidates of the Stage 6 Armenian course. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Armenian.

Oral Examination

Conversation

The majority of the candidates were well prepared for this section of the oral examination. The candidates communicated confidently with appropriate pronunciation and intonation. The best responses showed an extensive vocabulary, a wealth of ideas and a command of a variety of linguistic structures.

Discussion

Candidates were well prepared for this section of the examination as well, and all demonstrated that they had researched a topic for the in-depth study and made use of some resources. Topics which lent themselves well to discussion of information, ideas and opinions included the following:

- the changing role of women
- international economics and its impact on the environment
- the importance of language maintenance in the Armenian diaspora.

Candidates should carefully consider their choice of topic. Factual recounts tend to limit candidates' ability to discuss in depth. Topics which involve, for example, descriptions of places of interest or cultural festivals do not necessarily provide candidates with the opportunity to demonstrate a perceptive understanding of issues and a sophisticated use of language, or to engage in a discussion. Candidates should avoid topics that rely on English vocabulary, such as aspects of technology.

While all candidates demonstrated that they had used a number of resources, some candidates relied heavily on the internet for their research. Examiners felt that some candidates could have better exploited the resources used or accessed a wider range of texts, such as film and documentaries, journal articles and interviews. Candidates need to be reminded that they should be using a minimum of three different resources: *'It is expected that at least three different texts will form the basis of the in-depth study, so that the candidate is able to explore their chosen subject in sufficient depth.'* (Armenian syllabus)

Few candidates brought supporting objects to the examination. Should candidates choose to bring such material, they are reminded that these should be such items as photographs, pictures and maps. Notes and cue cards are not permitted, and there must be no written information or annotations, either in English or in Armenian, on the objects. Supporting objects serve only as a prompt and in no way contribute to the mark awarded.

Supporting objects will be checked before the examination. Candidates will not be permitted to take into the examination any item or items which are deemed to be inappropriate or do not conform to the identified specifications.

Written Examination

Section I – Listening and Responding

Part A

General Comments

Apart from Question 3, all questions were generally well understood and candidates were able to provide at least a minimal response.

Question 1

Most candidates answered this question correctly, demonstrating a good understanding of the content.

Question 2

- (b) Most students answered this question adequately, demonstrating understanding of Anahit's talent in Maths and her desire not to miss out on the group. In the best responses, candidates demonstrated understanding of the relationship between Serob and Anahit.

Question 3

Both (B) and (D) were accepted as correct.

Question 4

Most candidates answered the question successfully and competently with appropriate detail.

Question 5

- (a) A small number of candidates did not relate the organisation to its mission and aim.
- (b) This question proved challenging. A substantial number of candidates did not fully satisfy all requirements of the question. Candidates should always support their responses to questions such as these, which require analysis of language, with close reference to the text. The best responses referred to imagery, tone and language with appropriate supporting evidence, and in these responses candidates demonstrated a clear understanding of the extended metaphor of light and flame in the organisation's name as well as in the language of the speech.

Part B

Question 6

Most candidates used appropriate conventions of a letter and relayed most of the information. While the text was well understood, some candidates had difficulty conveying the required information effectively and accurately.

Question 7

While most candidates were able to provide the reasons Suren's boss gave for his dismissal, few were able to answer the extent to which his boss was justified. This required candidates to understand Suren's excuses for the claims made by Mrs Arakelian but also his attitude during the discussion. The writing in Armenian was generally poor and, on occasion, incomprehensible.

Section II – Reading and Responding

Part A

Question 8

- (a) This question was well done with candidates understanding the relationship between John Smith and the dog.
- (b) Most candidates found this question challenging. Most candidates were able to identify that the dog had two owners but few were able to articulate the moral of the story, that ultimately the dog had to choose between his two owners, the difficulty of that choice, and that the bonds of childhood were stronger than later nurture.

Question 9

- (c) Most candidates answered this question fully and appropriately identifying all factors that led to Karineh's success.
- (d) Most candidates answered this question adequately, but only the best responses identified the fact that Sarah advised not to seek help from parents.
- (e) Most candidates were able to provide some evidence of Ashot's frustration but only in best responses did candidates refer directly to the language of the text.

Part B

General Comments

The majority of responses in this section showed a sound understanding of text and an ability to respond appropriately to it. In this section, candidates are expected to use their own language rather than using the same vocabulary and expressions as the text. The best responses demonstrated candidates' ability to use language authentically, with linguistic elements grammatically accurate and sophisticated vocabulary related to but not taken from the original text. These responses also showed the ability to organise ideas logically. Candidates observed the discourse form required by the task. Weaker responses reflected a basic understanding of the task but an inability to respond to the text and tended to copy from it. These responses tended to lack creativity and the ability to organise information was limited.

Section III – Writing in Armenian

In this section candidates are expected to demonstrate the ability to write accurately and appropriately using a range of vocabulary and structures and to sequence and structure ideas appropriately to the topic and task.

The effective sequencing of ideas, information and consistent justification of opinions were evident in the best responses. While most candidates observed the features of the text type required in the question poor expression, limited vocabulary and lack of authentic sentence structure were evident in the poorer responses.

Armenian Continuers

2007 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1	3	Arts and entertainment - interview	H3.1
2 (a)	2	Education and aspiration - conversation	H3.1
2 (b)	3	Education and aspiration - conversation	H3.1, H3.3
3	1	Personal identity - conversation	H3.3
4	4	Arts and entertainment – news item	H3.3
5 (a)	2	Youth issues - speech	H3.1
5 (b)	5	Youth issues - speech	H3.2, H3.3
Section 1: Listening and Responding			
Part B			
6	4	Tourism - conversation	H3.1
7	6	World of work - interview	H3.2
Section 2: Reading and Responding			
Part A			
8 (a)	3	Personal identity – short story	H3.1
8 (b)	4	Personal identity – short story	H3.3
9 (a)	3	Youth issues - letters	H3.1
9 (b)	4	Youth issues - letters	H3.3
9 (c)	5	Youth issues - letters	H3.2
Section 2: Reading and Responding			
Part B			
10	10	History and culture – article/letters	H1.2, H1.3, H2.1, H2.3, H3.1



Section 3: Writing in Armenian			
11	15	History and culture – speech	H2.1, H2.2, H2.3
12	15	Personal identity – diary entry	H2.1, H2.2, H2.3



2007 CCAFL Armenian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the reasons for the success	3
• Demonstrates some understanding of the reasons for the success	2
• Identifies some relevant information	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies both reasons for not joining the study group	2
• Identifies some relevant information	1

**Question 2 (b)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the reasons for Anahit's change of mind	3
• Demonstrates some understanding of the reasons for Anahit's change of mind	2
• Identifies some relevant information	1

Question 3*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• D or B	1

Question 4*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Presents a concise, accurate summary	4
• Summarises some aspects of the text	2–3
• Identifies some relevant information	1

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the role of the organisation	2
• Identifies some relevant information	1

**Question 5 (b)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the speaker's tone, imagery and language to engage the audience	5
• Demonstrates a good understanding of the speaker's tone and/or, imagery and/or, language and its relationships to purpose	3–4
• Identifies and explains at least one language feature of the text to engage the audience	1–2

Question 6*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Uses appropriate conventions of a letter	4
• Addresses all issues in relation to the airline booking	
• Writes the letter addressing most of the issues	2–3
• Writes the letter in comprehensible Armenian	1

**Question 7***Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which Mrs Arakelian is justified in dismissing Suren	6
• Demonstrates a good understanding of the extent to which Mrs Arakelian is justified in dismissing Suren	4–5
• Demonstrates some understanding of the extent to which Mrs Arakelian is justified in dismissing Suren	3–2
• Identifies some relevant information	1

Question 8 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the reason why John Smith wanted to keep the dog	3
• Demonstrates some understanding of the reason why John Smith wanted to keep the dog	2
• Identifies some relevant information	1

Question 8 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrate a perceptive understanding of the significance of the title	4
• Demonstrate a good understanding of the significance of the title	3
• Demonstrates some understanding of the significance of the title	2
• Identifies some relevant information	1

**Question 9 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies all the factors	3
• Identifies some of the factors	2
• Identifies some relevant information	1

Question 9 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies all the advice that would be given	4
• Identifies most of the advice that would be given	3
• Identifies some of the advice that would be given	2
• Identifies some relevant information	1

Question 9 (c)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the use of language	5
• Demonstrates a good understanding of the use of language	4
• Demonstrates some understanding of the use of language	2–3
• Translates some relevant text	1



Section 2: Reading and Responding

Part B

Question 10

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Responds to the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Responds to most of the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7–8
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text (includes points)• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–2



Section 3: Writing in Armenian

Questions 11 – 12

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task• Demonstrates the ability to sequence and structure ideas and information coherently and effectively	13–15
<ul style="list-style-type: none">• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task• Demonstrates the ability to sequence and structure ideas and information effectively	10–12
<ul style="list-style-type: none">• Presents information and a range of ideas and/or opinions relevant to the task• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	7–9
<ul style="list-style-type: none">• Presents some information, opinions or ideas relevant to the task• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–3